

SURVEY OF RELATIONAL SKILLS TRAINING EFFECTIVENESS ON STUDENTS' SELF-EXPRESSION, SOCIAL ACCEPTANCE AND ACADEMIC ACHIEVEMENT (CASE STUDY: FOUMAN CITY, GUILAN PROVINCE, IRAN)

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ABSTRACT

Present research main purpose was to study relational skills training effectiveness on students' self-expression, social acceptance and academic achievement. Present research method was experimental. This research statistical community has included all Fouman female and male Guidance schools Students (N = 674) in educational period 91-92. Sampling method is systematic random. From total present schools (4 schools) selected two classer randomly in each school that Placed 30 students in two experimental groups with 15 female and male and other 30 ones as Control group consisting of 15 female and 15 female. Synchronically Albert Wamonse (1993) self-expression scale, Marj and Marshal (1986) individual rational skills, et al. (1970) social acceptance questionnaire administered for two groups. Then relational skills training program administered in an 8 session period for 90 min for experiment group and control group did not receive any training.

After finishing session mentioned questionnaires administered for both groups in a same condition to consider independent variable effect on dependent variables. Obtained results by using statistical criteria covariance analysis, variance analysis and multi variant analysis (Manova) indicated relational skills training Only has affected on self-expression meaningfully and has not had any effect on students social acceptance and academic advance and also results showed that relational skills training on self-expression, social acceptance and academic advance has not been meaningful regarding to gender, age and average in $P < 0.05$, therefore could conclude that relational skills training has affected on self-expression, Social Acceptance and Academic Advance Relative to Gender, Age Group and Average Similarly.

KEYWORDS: Relational Skills, Self-Expression, Social Acceptance, Academic Advance

INTRODUCTION

World Health Organization (WHO) in 1993 to prevent and also society individuals mental health level rising made a determined program in title "life skills training" that such program purpose was to increase children and youth psycho-social abilities to enable them contacting against daily life requirements and tensions adaptively. Such trainings seem necessary for each individual especially students till children and youth in addition to obtain abilities such as reading, writing, and also learn life skills (Molavi Haji Agha, 2009). Socialization is a process that teaches human living ways in society and interaction to other, gives individual a character and identity and develops his/her capacities to do individual duties and as society element.

To continue living an individual learns force how join to others and even cooperates them to meet the most basic his/her needs. In socialization process cultural heritage transfers from generation to generation (Mozaffari et al., 2004). It is not possible an Interpersonal contact without relationship. Interpersonal relation is a process that through it share to others information, concepts and feelings through verbal and nonverbal messages. (Hahie, 1994) Mouse et al. (2001) concluded in their studies that life Skills training programs are effective in increasing Problem solving, decreasing anger, anxiety and depression, timidity and criminal behaviors and increasing self-confidence, creating internal control resource, contrasting against crisis, increasing bravery.

Mac Donald et al. (2005) in their research concluded that three important factors relate to abuse such as weak self- confidence, inability to express feelings and lack of relational skills. Also Werdain (1990) researches results and Mallon (1994) results indicate that interpersonal relations, finding friend, anger Control training has been effective on elementary school students self-confidence increasing. Maneio (1994) serves social skills training such as problem solving, self-expression as a factor to increase personality attributes such as personality efficiency and self-esteem. Researches show that children and growth who are not complete to obtain social skills and relationship experience short-and long- term negative results. Unsocial children tendency to crime more than other children (Catherine, 2006), no benefit unsocial children in wide and variety skills such as cooperation relation, positive response to friends (Gattman, Lagrece and Santogrossi , 1980), lack of skills relationship to mal adaption in training environments (Scott, 1983 and Granland, 1963), educational failure (Koen, 1973), drug abuse (Moanty, 1981) all reveal relational and Social skills importance in children and youth (Yar Ali et al, 2009). Kim and Sherman (2013) have conducted some researches on culture and self-expression effects on selection power that shows while self-expression importance in US this concept has not especial score in eastern Asia. Four researches have conducted on this case that indicates this cultural difference psychological concept. One and two researches show that American-Europe value self-expression more than eastern Asian and eastern Asia Americans. Silvestreet al, (2012) research results in a research in title verbal skills in infrastructure and self-imagine interview in students showed that there is a relationship between positive self-imagine and conversational aspects. Rezan. A. Cecen et al., (2012) indicated in a research that bravery training has affected on students self-expression. Relational skills enable us to solve problems successfully and create a good personal relationship. This issue as about adults is important in growth. So could say that one the main problem for girl youth is low self-imagine and inability for self-expression that follows by timidity, non sociability and/or aggression and inexperienced behavior. All issues have considerable effect on youth social adaption. Low self-imagine and inability for self-expression causes are lack of enough chance to exercise individual skills, lack of suitable model observation, false and error feeling and sometimes learning unsuitable behaviors.

In one hand when a student has not bravery so has not tendency to group, society and Social positions presence and fears from social cultures, i.e. suffer social fearing. Social relationship necessity is putting in society and its individuals, it is clear that social anxiety that refers to social or functional positions clear and continues fear cause lack of or presence decreasing among society individuals that this subject requires training procedures in line individuals social anxiety decreasing (Kikhay Farzaneh, 2012).

METHODS

This research method is experimental. This research statistical community includes all Fouman City female and male Guidance schools students (N = 674) in 91-92. Present research case mass includes 60 Fouman City Guidance

schools students that 30 ones Placed in two experimental girls and boys groups and other 30 ones have been as control group with 15 girls and 15 boys.

Tools

Self-Expression Scale: For this research has determined Albert Wamons (1993) self-expression scale tool. This scale has 35 items that response as 5 point. To score No or never use zero, little or sometimes one, average two, usually or often three and always or completely four and then sum scores. If obtained score is more than 100 self-expression power sign is high, between 80 and 99 is low (Darabi, 2006). This test in Iran and Darabi study conducted has Chronbach & Validity Coefficient 0/84 that has internal similarity (Abdi, 2008). Present research obtained stability rate is 0/58.

Relational Skills Questionnaire: This test Constructed on the basis of Hardi and Marshal (1986) inter personal relationship skills. This includes (1986) inter individual relationship skills. This includes three factors emotions management (include 12 items), others realization (12 items) and self-expression (include 10 items). In this test, cases select the most agree depending on his/her agreement on question context from first option (never) that includes at least agreement to last option (always). Each question scoring ranges from one to five. Finally obtains total score from scores sum. Test criterion coefficient obtained by calculating correlation coefficient between criterion scores and prediction $r=0/43$. Also scale structure justifiability verified by using two methods group differences and factor analysis. Retest method results for total test and micro scales showed coefficients 0/90, 0/88, 0/79, 0/70 that reveals high test stability. Also test inside similarity reported $r = 0/92$ (Attarha, 2008). Obtained stability rate in present research is 0/50. In micro scales obtained stability rate of self-expression in this research is 0/43, others realization 0/41 and emotions management is 0/41.

Social acceptance questionnaire: this questionnaire includes 17 items that has constructed by Four et al., (1970). This questionnaire scores with 3 option questions such as Yes, Almost, No. Cases score in questionnaire is zero and maximum 38. Higher score shows higher social acceptance and vice versa. This questionnaire Chronbach Alpha coefficient was 0/77 and its stability coefficient 0/66. This research stability on the basis of Chronbach Alpha coefficient is 0/76.

Findings

Regarding to research results individuals number is 53/3% in second year and 46/7% in third year and according to birth date (1998-1999) is 70% and (2000-2001) 30%.

Tables 1: Respondents Mean Scores Distribution

SD	Mean	Number		
13/56	69/56	30	Experiment	Self-expression
13/65	62/10	30	Control	
10/97	-2/15	30	Experiment	Academic advance
0/523	0/030	30	Control	
4/06	12/70	30	Experiment	Social acceptance
4/70	12/90	30	Control	

Table 2: Levin Test to Study Variance Similarity

F	Df ₂	Df ₁	Meaningfulness	
0/358	1	58	0/552	self-expression
3/50	1	58	066	academic advance
0/228	1	58	0/635	social acceptance

Levin test conducts to study variances similarity as table results show that all calculated Fs meaningfulness for self-expression is more than %5, so Variances parallel Verifies in statistic term. But for academic advance and social acceptance is lower than 0/5, so variances parallel dose not verify in statistic term.

Table 3: Co-Variance Analysis Test Results with Pretest Control on Self-Expression

Meaningfulness Level	F	MS	DF	SS		
0/000	11/47	1513/66	1	1513/66	group	self-expression academic advance social acceptance
		131/86	57	7516/46	Error	
0/280	1/90	71/85	1	71/58	group	
		60/37	58	3501/43	Error	
0/724	0/126	1/49	1	1/49	group	
		11/83	57	674/81	Error	

In 95% reliability could say covariance analysis test result after pretest score control shows there is a meaningful relationship between self-expression score in control group and experiment group. In other hand, relational skills have affected on self-expression improvement. Covariance analysis test result after pretest score control shows there is not a meaningful relationship between academic advance and social acceptance score in control group and experiment group. In other word, relational skills training have not affected on social acceptance.

CONCLUSIONS

Present research conducted to affect relational skills training on self-expression, social acceptance and academic advance of Fouman City students. One important factor of effective interpersonal relationship is person ability or inability in self-expression. Self-expression or taking bravery enables person to face increases self-confidence, rational thoughts express, decreasing anxiety, social relation improvement, others rights consideration and while taking own right and finally increasing contrasting to stress. Ramezani (2010) in his research in subject using self-expression training techniques in timidity treatment and students uncertainty on 50 boy students from Mashhad Ferdousi University administered self-expression training and concluded that experimental group cases anxiety has had a meaningful decreasing comparing to control group.

Shahi (2011) in a research compared Tehran exceptional schools Down syndrome students' social skills and behavior problems. Statistical Community included all exceptional schools Down syndrome girl and boy students 7-12 gears old. To select sample used multistep cluster sampling that totally 129 children with Down syndrome (58 girls and 71 boys) selected and provided teachers questionnaires to analyze independent groups T-test data. Results showed that in criteria cooperation, certainty, self-holding and extremism did not observe a meaningful difference between two girl and boy groups. We conclude that in Down syndrome children girls have more social skills than boys and boys have more behavior problems than girls. Rezan A. Cecen et al., (2012) in a research looked bravery taking program effectiveness on youth self-expression level. For experiment group prepared a program and administered bravery taking as an independent variable by school counselor for 50-70 min during 12 weeks. Co- variance analysis results indicated that bravery taking trainee program has affected on students self-expression.

Tie To Ha (2010) research on students self-expression training in English language through literature cases evaluation showed that by rising effects plan and assess criterion this effect not only showed students problem but also creates self-expression ability and also useful training process. In this study literature not only used as suitable evaluative tool but also used as a method to teach students self-expression in English literature. Because individuals could benefit their maximum mental capacity and potential abilities should have positive view to themselves and around and strong motivations to try. Interests, aims, motivations and adoptions on the basis of success and fail in school and outside mainly are affected by individual relational skills.

Children who have positive self-imagine and know their abilities well, select their purposes rightly and do not compare themselves to others, relative to their peers in same condition show more academic advance and efficiency that this research results indicated that there is not a meaningful difference in academic advance between groups. In youth period time rate beside friends increases considerably, children who have satisfactory and uniform friendly relations comparing to who have not supportive friendly relations have higher social acceptance, Lower loneliness and more experienced social skills. Present research results showed that relational skill training has had meaningful effect on self-expression. self-expression or bravery taking enables individual to face stressful factors in an effective method that increases self-confidence, thoughts and feelings rational express, decreasing anxiety, social relation improvement, others right consideration and while take own right, finally increasing face to stress (Akbari, 2007). In current research by relational skills training concern on any human right and members believe that have rights as a human. Serve feeling express and also regular and rational request for themselves and others also in their rights frame express their feelings and accept or deny our request. Intownend (2013) view bravery individual accepts his/her behaviors and options responsibility; has enough self-confidence; has positive feeling, thought and attitude to others and trust behavior (Shoakazemi, et al., 2013). Individuals who have suitable bravery taking not only have better contact to face problems and stressful factors but also due to successful behavior to face such factors have more positive knowing assess about themselves and then experience more positive emotions (Poyrazli et al, 2002). Social adaption and relationship efficiency in people who has low self-confidence is not high just could communicate in two positions to others, in weakness and following position and/or artificial power and down up others. Self-confidence and believe to own and others humanity is very low in such people and their social adaption is very low. So could say one main problem of girl youth is low self-imagine and inability for self-expression that timidity, aggression and less experienced behavior are its results.

All issues have significant effect on youth social adaption that low self-imagine and inability to Self-expression causes are lack of enough chance to exercise individual skills, lack of Suitable model observation , guilt and false feeling and sometimes learning unsuitable behaviors, (Keykhai, 2012). Brave person could have close relation to others, far away others abuse and express a wide range of needs and positive and negative thoughts without guilty and anxiety feeling or damage other rights (Atler, 1991). Children who have little relation to peers lose social skills and moral skills chance. Also are alone in social term and have little performance in school (Greens Forehand, Beck and Vosk, 2011). Shor (2003) showed relational skills training increases social acceptance, social relations improvement and interpersonal relations, positive social behaviors and social adaption, family system satisfaction and others support.

This research limitation is that regarding to different economic, social levels, traditions and cultural issues should care about results expand to same populations and these studies conducted on Fouman City female and male between 13-15 years old. Regarding to research results suggest that this research conducts by other evaluation tolls such as

self-imagine, Self-confidence and self-efficiency in wider level and on other societies such as elementary and high schools. Also this research conducts with larger case mass and on students with unlike gender teacher and also conducts following study.

Much time needs to train intended skills and relational skills and self-expression as short-term training periods for all academic levels students.

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